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ABSTRACT

Various types of validity for the Barber Scales of Self-Regard: Preschool Form have been reported. The purpose of this report is to present the results of further analysis of the data collected in a 1975 field test in which 177 children were rated on the seven Barber Scales, ninety mothers rated their children on the Barber Scales and on the Minnesota Personality Profile II (MPPII), and teachers of 88 of the children administered the Self Concept and Motivation Inventory (SCAMIN). The three instruments are described briefly because the correlations between scores for these instruments were central to this study. Product moment correlations for MPPII total with Self-Regard total and for SCAMIN Self Concept total with Self-Regard total were calculated. The SCAMIN Self Concept score did not relate to the MPPII and related only minimally to the total Self-Regard score, at least for the sample involved. It would appear that the MPPII and the Scales of Self-Regard each assess something that is not measured by the SCAMIN. The case for concurrent validity for the Scales of Self-Regard were supported by the strong relationship with the MPPII. This relationship also provided empirical validation for the theoretical model upon which the Scales of Self-Regard are based. (BC)

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ASSESSING PRESCHOOLERS SELF-CONCEPT: VALIDATION REVISITED

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Introduction

Various types of validity for the Barber Scales of Self-Regard: Preschool have been reported. The results of several studies are summarized in the technical manual for the Scales (Barber and Peatling '76). Briefly, content validity has been demonstrated by the manner in which the Scales were constructed and by the high relationships between scale points and chronological age for all seven Scales. Construct validity was tested with the Minnesota Personality Profile II (MPPII). Communalities with the Self-Regard Scales were: emotional control, self realism and persistence (Barber, Cernik and Barton, 1975_a). Concurrent validity was tested with the SCAMIN: What Face Would You Wear. Support for concurrent validity was not found (Barber '75).

The purpose of this paper is to report the results of further digging into the data collected in 1975. Validity is inspected more closely.

Procedure

In the 1975 field test, 177 children were rated on the seven Barber Scales of Self-Regard: Preschool. These children lived in localities widely spread across the U.S. and each attended an Episcopalian preschool program. The sample was generally middle class (Barber, Cernik, and Barton, 1975_b). Ninety mothers who had rated their children on the Scales of Self-Regard also rated that child on the MPPII. Teachers of 88 of the children administered the SCAMIN.

The three instruments (the Scales of Self-Regard, the MPPII and the SCAMIN) will be described briefly because the correlations between scores for these instruments are central to this study.

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Barber Scales of Self-Regard: Preschool. Seven Scales, each with five developmental levels (scale points), describe separable components of a complex construct, Self-Regard (Barber '75). The Scales were constructed from empirical data which had been content-analyzed for seven interactions of personality elements. These interactions and their constituting personality elements were specified by a theoretical model of personality (Peatling '74). Thus, any validation of the Scales of Self-Regard tends to support the validity of the theoretical model.

Minnesota Personality Profile II (MPPII). The MPPII has a long history beginning c. 1950 when its forerunner, the MPPI, was used as part of a battery of tests in the Nobles County Project by the Institute for Child Development at the University of Minnesota. The first Personality Profile was reduced to ten scales by item analysis for items best predicting personality adjustment. The resulting MPPII was used with permission of Dr. Dale B. Harris (personal letter) who was director of the Institute in the 1950's. He points out that "'the scoring weights' at the five positions in each scale were arrived at by consensus of six Ph.D. 'experts' as representing 'desirability' from a general functional mental health viewpoint. 5 is high; 1 is low." Thus, the instrument assesses general emotional and personal "adjustment." Scores from each of the ten scales are summed to give a total MPPII score with a range of 10 to 50.

Much of the information on the MPPII is found only in fugitive documents. The MPPII was used as part of a battery of tests in 1954 for all school children (n = 3500) in grades 4-12 in Nobles County. Some results of a 1958 follow-up are reported in published form (Werner and Gallietel, '61). Youngsters from the 1954 population were identified for delinquency (n = 146) or public recognition (n = 136); also for emotional disturbance (n = 18) in 1958. These groups were compared with the population mean, instrument by instrument, in the battery on 1954 scores. After control for IQ and SES, which accounted for sizable proportions in prediction, the MPPII was the best predictor in the battery of tests.

The Nobles County Project was abandoned in the late 1950's when John Anderson, then its director, retired. Any study with the MPPII as an assessment device, in its own right, has not come to light until the MPPII was used for construct validity with the Scales of Self-Regard in 1975. Now it is used to investigate concurrent validity of the Scales of Self-Regard and the SCAMIN. Of course, the overlap with construct validity is recognized in any study of this nature.

SCAMIN (the Self Concept and Motivation Inventory - Kindergarten Form). For this group-administered test, the teacher asks questions to which the child responds by coloring in noses of faces which express happiness, sadness or a neutral expression. There are two parts of this test: the first on motivation, the second on self-concept. This study investigates only the self-concept section which is made up of 12 questions, each scored 1 to 3. Six questions apply to a subscore for "Role Expectations" or what the child feels significant others expect of him or her in school. The other six questions apply to a subscore for "Self Adequacy" or how the child feels about present and future chances of success in school. Both subscores are summed to give a total self-concept score with a range of 12 to 36.

Heretofore, the scores on each of the seven Scales of Self-Regard have not been summed. The Scales have been treated as separable components and have been correlated Scale by Scale with subscores and total scores from the other instruments. Since this was the case in 1975, it was interesting on revisiting the data to find that when considering testing concurrent validity of the Scales of Self-Regard with total MPPII scores, correlation coefficients all probable at less than the .01 level were obtained. Table 1 displays these results. All scores are based on mothers' ratings because the reliability of their ratings on their preschool child has been demonstrated (Barber '76) for the Scales of Self-Regard.

Table 1. Product Moment Correlation Coefficients for Self-Regard Scales and MPPII Total Scores

Title of Scale	r	n = 90
Purposeful Learning of Skills	.3295	
Completing Tasks	.3773	
Coping with Fears	.3672	
Children's Responses to Requests	.4333	
Dealing with Frustrations	.4806	
Socially Acceptable Behavior	.4220	
Developing Imagination in Play	.3168	

Thus, the decision was made to sum the scores on the seven Scales of Self-Regard to produce a total Self-Regard score. Not only is such a summation common practice, nothing in the theoretical model upon which the Scales are based indicates any reason not to so sum. The range of such scores is 7 - 35.

Product moment correlations for MPPII total with Self-Regard total and for SCAMIN Self Concept total with Self-Regard total were calculated and rechecked by two investigators with a Hewlet Packard 27 calculator. Correlations for MPPII total and SCAMIN total were generated by the use of the University of California's BMD program for Correlations with Item Deletion (BMDO 30). These correlations were available on the printouts from the 1975 field test computer analysis.

Results

The correlation coefficient between the SCAMIN Self Concept score total and the MPPII total is .0522. The coefficient between the SCAMIN Self Concept total score and the Self-Regard total score is .1313. Neither coefficient is statistically significant. On the other hand, the coefficient for the Self-Regard total score with the MPPII total score is a surprising .5359, $p < .01$.

The relationship between the Self-Regard total score and the MPPII total score was analyzed in more depth. The scores for 3-year-olds, 4-year-olds and 5-year-olds were studied separately. These results are found in Table 2.

Table 2. A Comparison by Age of Child for Self-Regard Total Score and MPPII Total Score Displaying Means, Standard Deviations, and Product Moment Correlation Coefficients

	Age of Child			
	3 Years	4 Years	5 Years	Total Group
$\bar{x}$ Self-Regard	20.5294	26.8485	29.0250	26.6222
s Self-Regard	3.1043	3.4289	3.2304	4.4986
$\bar{x}$ MPPII	35.5294	39.0909	39.9500	38.8000
s MPPII	5.3399	4.6728	4.5907	4.9881
r	.4495, $p < .10$	.5684, $p < .01$	.3597, $p < .05$	.5359, $p < .01$
n	17	33	40	90

Discussion

The SCAMIN Self Concept score does not relate to the MPPII (a personal adjustment inventory) and relates only minimally to the total Self-Regard score, at least for the sample involved. Conceptually, the MPPII and the Self-Regard total score both assess general, overall personal adjustment. The MPPII was constructed with this purpose in mind. The seven Scales of Self-Regard each measure an interaction of personality elements, and summing scores takes into consideration theory-specified interactions accounting for all possible personality elements. Thus, a high total score signifies maturity (personal adjustment) for the Self-Regard of a total personality. Contrariwise, the SCAMIN Self Concept inventory assesses a child's self concept as a

learner in school. Children may have quite different self concepts in other areas of their lives. To summarize, it would appear that the MPPII and the Scales of Self-Regard each assess something that is not measured by the SCAMIN Self Concept inventory. While one might expect a relationship between a child's self concept as a student as measured by the SCAMIN and his or her total Self-Regard and overall personal adjustment, this does not appear to be the case for the preschool children in this sample.

The case for concurrent validity for the Scales of Self-Regard is supported by the strong relationship with the MPPII. It is unfortunate that the MPPII has received so little attention since the termination of the Nobles County project when John Anderson retired. The MPPII was constructed for teachers rating students in grades 4 through 12. Yet, it appears to work well with mothers rating their preschool child. In fact, the children in this sample appear to score relatively high on a scale with a range of 10 - 50. On inspection of Table 2, it can be seen that the mean increases between 3 and 4 years of age, but only slightly increases between 4 and 5. Five years of age has been labeled at the beginning of several months of difficult transition (Braga and Braga '74). Perhaps MPPII scores decrease for 6 and 7 year old children. We intend to pursue this investigation into early elementary school years with both the MPPII and the Scales of Self-Regard.

Further inspection of Table 2 reveals that Self-Regard score means increase from 3 to 4 to 5 years of age. This is expected because each Scale of Self-Regard is developmental and describes normal levels in maturation. The MPPII is not developmental in this sense and yet there is a significant relationship with the Scales of Self-Regard at each age level. The coefficient at 3 years just misses the .05 level of significance and has the lowest n.

Why is the relationship between the MPPII and Self-Regard stronger at 4 years of age than at 3 or 5 years of age? This is a difficult question to answer. The means in Table 2 reveal differing increases both by age and by instrument. The coefficient for the total group (.5359) still explains only .29

of the observed variance. The instruments, while related, are measuring factors that are not common to both. It is suspected that children progress or regress at differing rates for the multiple factors that combine for attaining a given age. We know this is true with the seven Scales of Self-Regard. Means by age level differ from Scale to Scale (Barber and Peatling 1976). Profiles of the seven Scale ratings for individual children differ widely and no straight line profiles have been encountered (Barber and Cernik 1976). Probably MPPII scores fluctuate by age level; that is yet to be determined. At any rate, for preschool children 3, 4, and 5 years old, 4 years appears to be the age when the relationship between Self-Regard and MPPII scores is highest.

In conclusion, the rather strong relationship between the Scales of Self-Regard and the MPPII lends validity to both instruments. The relationship also provides empirical validation for the theoretical model upon which the Scales of Self-Regard are based. That theoretical model displays integration of personality. One would expect that any set of Scales based on such a model would relate to an instrument assessing personal adjustment (the MPPII). The Barber Scales of Self-Regard, the set of Scales for the Self personality element, is the first set that has been developed and it does meet that expectation -- total Self-Regard scores are related to total MPPII scores.

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